

San Francisco State University  
**History 464**  
**History of Race and Ethnicity in the US: 1600s- 1890**  
Fall 2009

**Dr. D. Mabalon**

Wednesdays, 4:10-6:55pm

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### **Teaching Assistants**

Jesse Davis and Justin Coburn, M.A. Students in History

*The teaching assistants for the course are graduate students. They will broaden their teaching experiences and assist you in getting the most out of this course. They will be assisting the professor in various administrative tasks, lead course discussions, deliver one-two lectures each, and grade 15% of all student written assignments.*

### **Course Description**

This course focuses on the history of race and ethnicity in the United States from the colonial period to the present. This course begins with the Indian-European contact in the South and Southwest, in the Chesapeake, examines the construction of racial categories and the origins of slavery in the seventeenth century, and concludes with European and Asian immigration and exclusion and the rise of racial “science” in the late nineteenth century. In this course, we will explore issues surrounding definitions of “Americanness,” national identity, and citizenship, and the ways that race, racialization, and ethnicity was constructed and experienced by different groups at significant points in American history, with additional emphasis on how gender and class shape identities and experiences. Each week, we will analyze, compare, and contrast the treatment and experiences of Native Americans, European Americans, African Americans, Asian Americans and Latinas/os, as well as their complex interactions and interracial and interethnic relations. Students will, at the end of the course, be able to identify and discuss key historical and contemporary issues facing several racial/ethnic groups in the United States, understand how race, class, and gender are historically specific and contingent categories, and contextualize their own racial/ethnic experiences within U.S. history.

This course consists of lectures, films, and in-depth instructor- and student-led discussions. Students will be evaluated based on attendance and participation, a take-home midterm and final that consist of identifications and two short essays, and a research paper that should be 10 pages in length, typed, and double spaced. The midterms, final, and research paper guideline will be distributed in class and posted on ILearn. Course materials include monographs, personal narratives/autobiographies, AV materials, primary documents, films and documentaries and web resources. This course fulfills the Segment III GE requirement.

*\*\*\*Important: The syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student’s responsibility to attend every class, check email announcements and check ILearn for any additional readings, schedule changes, or examination/due date changes.*

**iLearn** is at [ilearn.sfsu.edu](http://ilearn.sfsu.edu)

Students should refer to the ilearn page for an online version of this syllabus with live links to the primary documents and web resources, PDF documents of course readings, and for course

announcements, online study guides and final paper guidelines, optional weekly online discussion boards, and links to helpful study and academic success sites. If you are enrolled in the class, you are automatically enrolled in the iLearn online course version. Use your SFSU email and password for access.

*The syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student's responsibility to check email announcements and pay special attention in class when announcements regarding changes are made in their absence.*

### **Required Texts**

Ira Berlin, *Generations of Captivity*

Noel Ignatiev, *How the Irish Became White*

Peter Nabokov, *Native American Testimony*

Ronald Takaki, *A Different Mirror: A History of Multicultural America*

Margaret Walker, *Jubilee*

*Additional readings and materials are on the web as indicated in the lecture/reading schedule, and on iLearn when indicated.*

All readings are available at the SFSU bookstore, and will be on 2 hour reserve in the library.

### **Course Requirements and Grade Distribution**

#### **15% Class Participation**

This class is both a lecture and a discussion course. *This course contains a significant reading load and requires active participation in weekly discussions.* Students must be *thoroughly* prepared to contribute actively and attentively to discussions and participate in group activities. I expect your attendance at every class, except for the days with a documented medical emergency or legitimate religious observance. If you are absent, you are responsible for retrieving materials and updates from a classmate.

#### **5% Community Event Attendance and Analysis Paper (2 pages)**

This course requires you to use some of the knowledge about the history of race, culture, ethnicity and identity you learn in this class and apply it to an understanding of a contemporary event or issue. Attend a community event (art exhibit, museum, performance, rally or march, speech, film, theater, music, lecture, etc.) that centers on race/ethnicity/culture, and then write a 2 page response paper. Your response papers should analyze the role of race/culture/ethnicity/identity in the community event. Due within 2 weeks of the event. Staple a program, ticket, or other proof of attendance to the paper. I will also suggest events to attend throughout the semester, and you are all welcome to announce events to the class throughout the semester.

#### **15% Group Discussion Exercise (groups will be chosen during the second week)**

Students, in groups of 3-4, will be lead discussion each Wednesday (with noted exceptions in the syllabus). Using the week's lectures, film, and readings, groups should create a set of discussion questions and/or a discussion exercise which will help their classmates understand, critically analyze, and evaluate the week's topic, theme, and material. Groups **MUST** meet with me on Wednesday during office hours for presentation approval and feedback. Students will be evaluated by the professor and their class based on their ability to work cooperatively, creatively and collaboratively,

their level of in-depth critical analysis as shown in their discussion questions and activity, and the originality and effectiveness of their exercise. Groups will be organized during Week 2.

**40% Take Home Midterm, Take Home Final (20% each)**

The midterm and final will consist of take-home essays in which students address issues of race and ethnic relations from the early colonial period to the antebellum period. The take-home essays should be typed, no less than 5, no more than 6 pages, double spaced, on 8 1/2 by 11 white paper, with 12 point standard font (Times, Palatino), and include several identifications and one short essay. Questions will be based on lectures, films, readings and discussions. The questions will be handed out approximately 1 week before the due dates. Midterms are due at the beginning of class on **Oct. 7** and the final is due at 4pm **Dec. 16 in my office.**

**25% Research Paper (9-10 page research paper)**

You may pick a theme, topic, or event from one week and elaborate further on that theme or topic, while incorporating more primary and secondary sources. You can analyze a debate around a specific piece of legislation, explore the immigration/racial experience of a particular group (African Americans, Greek Americans, Italian Americans, Mexican Americans, etc.) in a specific time period. A detailed final paper guideline and proposal form will be distributed in class and posted on iLearn. All students will be required to attend the in-class library training on research techniques in race and ethnicity on **October 14**. Final paper proposals are due at the beginning of class **Oct. 21**. Students will give a 5 minute presentation on his/her final paper in class on **December 2 or 9<sup>th</sup>**. Papers are **due in class on December 9**.

You will receive an automatic “F” for this course if you fail to complete at least 75% of the course requirements. If you sign up for a CR/NCR, you must have at least a “C” to get CR.

## **Class Policies/Essential Information**

### **Add/Drop**

It is the student’s responsibility to pay close attention to the university’s add/drop deadlines.

### **Late Papers**

Late papers will ONLY be accepted with a documented personal/family emergency. Always print 2 hardcopies of papers (one to turn in, and one to keep for your own records). Papers by email attachment will NEVER be accepted. Papers should NEVER be slipped under my door. They can be turned into the History Department main office on the 2<sup>nd</sup> floor of the Science building.

### **Rules of Courtesy and Engagement In Scholarly Discourse:**

- *Active participation in class discussions and attendance and attention at lecture is a significant part of your grade (15%). You must come to class on time and prepared.*
- *Do not come late.* Latecomers disrupt lecture and discussion and display a disregard and disrespect for the learning and teaching environment of the university.
- *Please be courteous and respectful at all times.* At times in this course, we will be discussing complex issues about which many have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other’s opinions and comments with courtesy and respect, even when they diverge from our own. I encourage diverse views, but hostile, violent and disrespectful comments and behavior will not be tolerated.

- *Disrespectful and Discourteous Behavior will not be tolerated.* Sleeping in class, talking privately with neighbors during lectures and discussions, reading other materials, text messaging, talking on your cell phone, surfing the web, coming to class under the influence of illegal drugs or alcohol, tardiness, and leaving early before class is dismissed are signs of serious disrespect for one's fellow students, the instructors, and the course materials. Such discourteous and disrespectful behavior will have a serious, detrimental effect on your participation grade, and I will ask you to leave the class immediately. Students must remain respectful toward all members of the class.
- *ALL CELL PHONES, PAGERS, PALMS, BLACKBERRIES* and other electronic devices **MUST** be turned off during section and lecture. **LAPTOPS** must be used **EXCLUSIVELY** for notetaking.

### **Cheating and Plagiarism**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts include assisting another student to do so. Plagiarism is a specific form of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. Penalties for plagiarism range from a 0 to an F on a particular assignment, through an F for the course, to expulsion from the University. For more information on SFSU's policies on cheating and plagiarism, refer to the University Catalog.

***\*\*Everyone must accept guidelines to remain in this course, and those who cannot abide by these policies will be dropped.***

## **SCHEDULE OF LECTURES, DISCUSSIONS, AUDIO/VISUAL MATERIALS AND READINGS**

*\*\*This schedule is always subject to change and revision. Check ILearn each week for any additional readings.*

### **Week 1, August 26: Course Introduction**

Introductions

Film: *Race: The Power of an Illusion*

Readings on iLearn:

"Reading in History," in ILearn under Week 1 Readings

### **Week 2, Sept. 2: Race: History of an Idea**

Be prepared to discuss the film and Frederickson article.

Reading on iLearn: Fredrickson, Ch. 1, *Racism: A Short History*

### **Week 3, Sept. 9: Contact, Conquest, Colonization and Conflict**

Film: *Invasion of the Coast*

Reading:

Takaki, Ch. 2

Nabokov, Chapters 1-3 (1-47)

### **Week 4, Sept. 16: The Origins of Slavery and Black Racial Oppression**

Film: *Africans in America: The Terrible Transformation*

Reading:

Berlin, Ch. 1

Takaki, Ch. 3

### **Week 5, Sept. 23: Slavery in the North and the South**

Film: *Africans in America II: Revolution*

Reading:

Berlin, Ch. 3

Takaki, Ch. 5

Web: 1790 & 1795 Naturalization Acts

<http://uscis.gov/graphics/aboutus/History/1790Act.htm>

<http://uscis.gov/graphics/aboutus/History/mar1790.htm>

<http://earlyamerica.com/earlyamerica/milestones/naturalization/>

ILearn:

PDF of Gjerde, Ch. 3

Begin Ignatiev, *How the Irish Became White* Ch. 1-2 (pp. 6-61)

**Week 6, Sept. 30: European Immigration: Race, Cultures, Class and Labor**

**\*\*Midterm Questions handed out today**

Film:

Readings:

Takaki, Ch. 6

Continue Ignatiev, *How the Irish Became White*, Ch. 3-4 (pp. 62-123)

**Week 7, Oct. 7: \*\* Take Home Midterm Due Today.**

**No class. Turn your midterms at 5pm SHARP to TAs at my office, Science 267B.**

**Week 8, Oct. 14 Library Orientation with Kendra Van Cleave**

**\*\*Meet at Library Annex at 4:20pm**

**Week 9, Oct. 21: How did the Irish Become White?**

**\*\*Final Paper Proposal Due Today**

Readings:

Ignatiev, *How the Irish Became White*, Ch. 5 & 6

ILearn:

Gjerde, Ch. 4 (essays), Ch. 8

**Week 10, Oct. 28: Black Life in the mid-19<sup>th</sup> Century: Slavery, Abolition, War, Reconstruction and the Rise of Jim Crow**

Film: *The Rise and Fall of Jim Crow*

Readings:

Walker, *Jubilee*, entire

Berlin, Ch. 4

Web: The Fourteenth Amendment

<http://www.law.cornell.edu/constitution/constitution.amendmentxiv.html>

**Week 11: Nov. 4: Manifest Destiny, Expansion and Indian Removal in the American West**

Film: *500 Nations: Removal*

Readings:

Takaki, Ch. 4

Nabokov, Ch. 8-11, (pp. 145-231)

**Week 12, Nov. 11: No Class. Veteran's Day observed.**

**Week 13, Nov. 18: Race, Racialization and the American West: Asian & Mexican Immigrants**

Film: Loni Ding, *Ancestors in the Americas*

Readings:

Takaki, Ch. 8

ILearn:

Gjerde Ch. 9 (Documents: Gompers, Asiatic Exclusion League, Fu Chi Hao, Thind)

Gjerde, Sucheng Chan essay, p. 195

Readings:

Takaki, Ch. 7

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**Week 14: Thanksgiving/Indigenous People's Day Recess**

**Week 15, Dec. 2: Research Paper Presentations**

**\*\*Final Take-Home Exam Questions Distributed Today**

**Week 16: Dec. 9: Research Paper Presentations & End of Semester Celebration**

**\*\*Research Papers Due Today!\*\***

**Final Take-Home Essays are due in my office, Science 267B, at  
4pm SHARP on Wed. Dec. 16.**

**NO LATE PAPERS WILL BE ACCEPTED.  
NO EMAIL ATTACHMENTS WILL BE ACCEPTED.  
DO NOT PLACE FINAL PAPERS IN MY BOX.**